



New Education Policy 2020 and its Impact on Common People

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Abstract

The country needs an innovative and well-organized education policy at school and college level. Because education leads to socio-economic development. But the current NEP 2020 policy has many flaws. Both teachers and students have to suffer in this. The present policy focuses on the marks achieved by the student but not on the knowledge. Due to improper training and lack of knowledge many of us and the entire country face unemployment. According to a recent survey, the unemployment rate from 1999 to 2019 was in the range of 5 to 6 which reached an all-time peak of 23.5% in April 2020. (According to IBF research). There will always be a mismatch between the knowledge, skills and jobs available in this policy. This is one of the major challenges affecting the Indian education system after independence. NEP 2020 fails to check this, as it is silent on education related to emerging technology fields like artificial intelligence, cyberspace, nanotech etc.

National Education Policy (NEP) 2020 is a comprehensive policy. Which outlines a vision for the future of education in India. This strategy has many advantages and disadvantages. Which can be discussed as follows. Benefits include holistic development, flexible curriculum, multidisciplinary education, emphasis on technology and universalization of education. Disadvantages include implementation challenges, language issues, funding issues, standardization and disparities in education.

NEP 2020 emphasizes on holistic development of students, which includes cognitive, social, emotional and physical development. The policy provides a flexible curriculum that allows students to choose subjects according to their interests and tastes. The policy encourages multi-disciplinary education, which means students can complete courses in a variety of disciplines and fields. NEP 2020 recognizes the importance of technology in education. The use of technology in teaching and learning is advocated. The policy aims to ensure universal access to quality education at all levels from pre-school to higher education.

Keywords: Many-loopholes, multi-stream, skill-based, jobs-mismatch, disparity in resources-effective implementation

Introduction

The New Education Policy (NEP 2020) announced by the Ministry of Human Resource Development (now known as Ministry of Education) was released by our Hon'ble Prime Minister Shri. Narendra Modi. The policy is aimed at transforming the education system to cop up with needs of 21st century. The NEP 2020 is based on the recommendations by an expert committee headed by Dr. Kasturirangan (Former Chairman of ISRO). The NEP 2020 is the third major change in India's education system. The 1st education policy was framed in 1968 under the rule of PM Mrs. Indira Gandhi and the 2nd in 1986 during the period of PM Mr. Rajiv Gandhi.

An innovative and well defined education policy is essential for a country at school and college levels due to the reason that education leads to socio-economic development and also uplift the marginalized and the downtrodden sections of

society. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective^[1].

The present Education policy is having many loopholes which cause suffering for both teacher and the students. The present policy focuses on the marks obtained by the student but not about the knowledge. Due to improper training and lack of knowledge many of us and the entire nation suffers by unemployment. According to recent survey stated that the unemployment rate was in the range of 5 to 6 from 1999 to 2019 which was reached an all-time peak of 23.5% in April 2020 (as per IBF research). Even though it is not only due to education policy, but still it is the major cause for unemployment that nobody can resist^[2].

Table 1: Highlights of the New Education Policy 2020 ^[3]

For Schools	For Colleges
From 10+2 to 5+3+3+4	SAT-like College Test
Current 10+2 structure in which policy covered schooling from class 1 to 10 (age 6-16) and then class 11-12 (age 16-18) gives way to 5 years of foundational education, 3 of preparatory, 3 of middle & 4 years of secondary schooling.	National Testing Agency to conduct common college entrance exam twice a year.
Multi-Stream	4-year Bachelor
Flexibility to choose subjects across streams; all subjects to be offered at two level of proficiency.	4 year multi-disciplinary bachelor's program to be preferred; mid-term dropouts to be given credits with option to complete degree after a break.
Diluted Board	No Affiliation
Board exams to test only core competencies; could become modular (object and subjective) and will be offered twice a year.	Over next 15 years colleges will be given graded autonomy to give degrees, affiliation with universities to end, so would be deemed university status.
Multilingual	Fee Cap
3 languages policy to continue with preference for local language medium of instruction till class 8.	Proposal to cap fee charged by private institutions of higher learning.
Bag-Less Days	Going Global
School students to have 10 bag-less days in year during which they are exposed to vocation of choice (i.e. Informal internship).	Top-rated global universities to be facilitated to come to India, top Indian institutions to be encouraged to go global.

Specifications of NEP 2020

- i). **Recognizing Importance of Formative Years:** In adopting a 5+3+3+4 model for school education starting at age 3, the policy recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future.
- ii). **Making Education More Inclusive:** The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18. Further, the policy seeks to leverage the huge potential of online pedagogy and learning methodologies for increasing gross enrolment in higher education.
- iii). **HE Monitoring and Controlling:** Institutions like UGC, AICTE, MCI, DCI, INC, etc. will be merged with the Higher Education Commission of India (HECI) as a single regulator for HEI.
- iv). **The Current Accreditation:** Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC).
- v). **Establishment of a National Research Foundation:** (NRF) to fund research in universities and colleges.
- vi). **The Confluence of Education and Skills:** Another laudable aspect of the scheme is the introduction of vocational courses with an internship. This may nudge the vulnerable sections of society to send their children to school. Also, it would help in realization of the goal of Skill India Mission.
- vii). **Consolidation of Existing Fragmented HEIs:** Into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline to become multi-disciplinary is by 2030 and to have 3,000 and more students by 2040.
- viii). **Multidisciplinary Universities:** Will be of two types as
 - a) Research-intensive Universities, and
 - b) Teaching-intensive Universities.
- ix). **The Gross Enrolment Ratio in HE:** Including Vocational education will increase from current 26.3% (2018) to 50% by 2035.
- x). **HEIs Which Deliver the Highest Quality:** Will get more incentives from the Government.
- xi). **All Existing Affiliated Colleges will Eventually Grow Autonomous:** Degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level.
- xii). **The Various Nomenclatures:** Used currently such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, etc will be replaced by 'University' after fulfilling the required criteria as per norms.
- xiii). **Research:** Will be included in UG, PG, and level and have a holistic and multidisciplinary education approach.
- xiv). **Pedagogy in HEIs:** Will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
- xv). **An Academic Bank of Credit (ABC):** Will be established which would digitally store the academic credits of all registered candidates earned from various recognized HEIs (SWAYAM & ODL mode) that can be taken into account while awarding degrees by the college or university.
- xvi). **Four Years Bachelor Degree:** With multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research are possible.
- xvii). **Two Years Master Degree:** With full research in the second year, One year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.
- xviii). **Student Centered Teaching & Learning Process:** instead of Teacher centered teaching model.
- xix). **Choice Based Credit System:** Is revised by an innovative and flexible Competency Based Credit System.
- xx). **Examination System:** Will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
- xxi). **All HEIs will have Professional Academic and Career Counseling Centers:** With counselors available to all students to ensure physical, psychological and emotional well-being.
- xxii). **All HEIs will Develop, Support, and Fund for Topic-Centered Clubs:** And activities organized by students with the help of faculty and other experts as needed, in

the area of science, mathematics, poetry, language, literature, debate, music, sports, etc.

- xxiii). **Encouragement for Online Distance Learning:** (ODL) courses as a part of degree programs to include the credit system.
- xxiv). **The Degree Programs** may contain in-class teaching, Online teaching components, and ODL components with 40:30:30 ratio model to achieve a global standard of quality.
- xxv). **HE Quality will be improved to Global Quality:** Level to attract more international students and the credits acquired in foreign universities will be counted for the award of a degree.
- xxvi). **Ending Hindi vs. English Debate:** Most crucially, NEP, once and for all, buries the strident Hindi versus English language debate; instead, it emphasizes on making mother tongue, local language or the regional language the medium of instruction at least till Grade 5, which is considered the best medium of teaching.
- xxvii). **National Scholarship Portal** will be strengthened and expanded to help the financial needs of merit based students. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students [4].

Issues Related to NEP 2020

Knowledge-Jobs Mismatch: There is a persistent mismatch between the knowledge & skills imparted and the jobs available. This has been one of the main challenges that have affected the Indian education system since Independence.

NEP 2020 failed to check this, as it is silent on education related to emerging technological fields like artificial intelligence, cyberspace, nanotech, etc.

The Requirement of Enormous Resources: An ambitious target of public spending at 6% of GDP has been set. Mobilizing financial resources will be a big challenge, given the low tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security and other key sectors.

Way Forward

- i). **Need for Cooperative Federalism:** Since education is a concurrent subject (both the Centre and the state governments can make laws on it), the reforms proposed can only be implemented collaboratively by the Centre and the states. Thus, the Centre has the giant task of building a consensus on the many ambitious plans.
- ii). **Strive towards Universalization of Education:** There is a need for the creation of 'inclusion funds' to help socially and educationally disadvantaged children pursue education. Also, there is a need to set up a regulatory process that can check profiteering from education in the form of unaccounted donations.
- iii). **Bridging Digital Divide:** If technology is a force-multiplier, with unequal access it can also expand the gap between the haves and have not's. Thus, the state needs to address the striking disparities in access to digital tools for universalization of education.
- iv). **Interministerial Coordination:** There is an emphasis on vocational training, but to make it effective, there has to be close coordination between the education, skills and labour ministry.

Critical Analysis of the New Education Policy 2020

At present, students who have studied online have received certificates of eligibility even if they do not meet the merit criteria. Moreover, through classes and two semesters of online education, a disabled student has been cleared to acquire professional qualifications. Of course they add to the number of unemployed as they have no perfect knowledge. This situation has paved the way for unqualified or less qualified students to get commercial careers. This will hinder the implementation of the new education policy. Although our government provides various guidelines to improve the education system, there are still opportunities for failure. The education system is moving towards privatization. It is on the way to becoming a capitalist education system. Its origins come from primary and secondary English medium schools. The education system in private schools and international schools is much better than government school education. But since India is a developing country in terms of unemployment and economy, it is composed of many middle class families. Those families cannot afford the tuition fees charged by private education and international schools. Although the college fee cap is set by the government, it is high. There are still majority of the educational institutions which are seen charging more than the limit set by the government. Many educational institutions have been given permission to set up even without complying with the norms laid down by the government. He sheds light on the turmoil in the educational institution.

Conclusion

The policy concludes with a call for collective action and a commitment to transform education in India. Overall, NEP 2020 is structured around the guiding principles of access, equity, quality, affordability and accountability. It promotes critical thinking, creativity, and problem-solving skills, preparing students to thrive in the 21st century [13]. The strategy aims to transform education in India by promoting a holistic and multidisciplinary approach to learning, leveraging technology and promoting research and innovation. In conclusion, NEP 2020 has many benefits that can transform education in India, but the policy also has some challenges that need to be ensured for effective implementation.

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